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Because of the emphasis on teaching and learning at the junior college, the Ph.D. with its heavy research orientation is deemed an inappropriate terminal degree for junior college instructors. The National Faculty Association of Community and Junior Colleges (NFACJC) supports the proposal that the Doctor of Arts in College Teaching would provide more suitable preparation. This paper provides a set of guidelines for programs leading to the Candidate Degree in College Teaching (an interim degree) and to the Doctor of Arts in College Teaching. Preparation for the Candidate degree would include: a Master's degree in a subject area; 30 or more semester hours in the subject, related subjects, and/or interdisciplinary subjects; study of the history, philosophy, and function of junior colleges; special curriculum problems in the subject area; comprehensive examinations, comparable to those given to Ph.D. candidates; study in the areas of leadership problems, educational research and testing, and student characteristics; and a full-time internship in junior college teaching taken concurrently with a continuing one-semester intern seminar in junior college teaching. Further work to attain the Doctor of Arts in College Teaching would include an academic year of full-time teaching followed by participation in a post-teaching evaluation seminar, consisting of a critical evaluation of a written log and terminal report, and an oral doctoral examination by the candidate's doctoral committee. (MB)

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GUIDELINES FOR THE PREPARATION OF COMMUNITY/JUNIOR COLLEGE TEACHERS

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INFORMATION

GUIDELINES FOR THE PREPARATION OF COMMUNITY/JUNIOR COLLEGE TEACHERS

PROLOGUE: Although junior colleges have been in existence since the turn of the century, most of the older institutions were exclusively two-year liberal arts colleges for students who were planning to transfer to a senior college or university to complete the Bachelor's degree. More recently, public comprehensive community/junior colleges have come into existence, and today in many ways they overshadow the earlier, transfer junior colleges.

The community college is first of all a teaching institution, concerned with quality of instruction. Since teaching is meaningless unless commensurate learning takes place, and since the primary purpose of the institution is that the student learn, the institution is student-oriented. The comprehensive community/junior college offers transfer curricula which comprise the first two years of baccalaureate programs in liberal arts, business administration, engineering, etc. The institution also offers one and two-year occupational curricula aimed at preparing semi-professional and technical employees for fields related to business, engineering, medicine, and public service.

The community/junior college commonly is also committed to a program of continuing education that serves a variety of individual purposes of cultural, recreational, and occupational natures.

It has been said that the diversity of the community/junior college is the ninth wonder of the educational world. The range of subjects and programs is wide. The depth and breadth of teacher preparation for community/junior colleges must be great in subject areas. The teaching function is central in the community/junior college.

THE NEED: Never in educational history has a college faculty undertaken an assignment comparable to the charge of the junior colleges. Those most closely associated with the junior college movement recognize both the differences

between the two-year colleges and the high schools and between the junior colleges and the 4-year colleges and graduate schools. These differences make obsolete the current limitations in terminal degree programs.

With new populations entering college, with new expectations, and with the differential functions of the community and senior colleges, the logic of a newly designed top level graduate program seems clear. Specifically, the Ph.D., borrowed from German models of a century past, does not serve all of today's needs.

A NEW EMPHASIS: Because of the present deficiencies in, and recognizing the prevailing criticisms of the Ph.D. program as it currently exists, especially its research-orientation, the National Faculty Association of Community and Junior Colleges (perhaps the first national professional organization to research critically the matters with which we deal) has focused its attention on this critical area of the community/junior college. NFACJC endorses the view of the authors that the ultimate preparation for community/junior college teaching personnel should be the Doctor of Arts in College Teaching. Implicit in this degree is the emphasis on teaching competence and research techniques that contribute to that competence. This degree consists of vigorous subject area preparation, professional preparation courses, intern seminars, and a community college teaching internship relevant to the college in that community.

The evolutionary changes that have characterized the Ph.D. degree and the needs of the teaching faculty in the American scene of education, particularly as exhibited in the fantastic growth of the community/junior colleges in this nation, have led to a demand for a shift in doctoral emphasis from a research orientation to a teaching orientation. In short, an immediate, strong, graduate program designed specifically for the preparation of community/junior college teachers with a balanced training in scholarship, appropriate research skills,

and teaching is requisite ---- now!

The authors and the National Faculty Association of Community and Junior Colleges also have recognized the worth of the Ph.D. in its place. Certainly there are many great teachers in the university and four-year colleges, presumably because of love of subject matter, and self-schooling in classroom experience. The same may be said of teachers in the community/junior colleges. The question is not whether some Ph.D.'s succeed in the classroom as teachers, but whether the research-orientation of the Ph.D. program has contributed to their skill in teaching at the undergraduate, lower division level. Still more to the point whether a graduate program designed to produce sophisticated teaching skills will produce even better teachers?

The typical practice on the part of many institutions of higher education of leaving teaching skills to be acquired on a basis of "every-man-for-himself" experience is not good enough for the community/junior college teacher.

THE ORIENTATION: In keeping with the teaching responsibility within the framework of the comprehensive curriculum of the community/junior college, and anticipating the needs of the instructional staff of such colleges, it is held that the formal academic preparation of the teacher through both the undergraduate and graduate levels must meet the needs of the diversified student body to be encountered. It is therefore mandatory that a program of breadth and depth of coverage, rather than of narrow specialization, be provided for community/junior college professional teachers.

The Ph.D. is described as "the mark of highest achievement in preparation for creative scholarship and research." The scholarship which is represented is respected, but since teaching is of tantamount concern to the community/junior college instructor, the graduate program for such a teacher must be characteristically broader than the standard, stringently delimited research degree program. Closer to the conception of the professional degree for the two-year college

teacher is the doctor's degree in other professional fields such as the Doctor of Medicine, Doctor of Business Administration, Doctor of Engineering, Doctor of Musical Arts, etc. In contrast to the research orientation of the Ph.D., the professional degree is awarded for completion of academic preparation after a successful residency in professional practice.

BASIS FOR THE DOCTOR OF ARTS IN COLLEGE TEACHING: The professional preparation of the community/junior college teacher must include, in addition to comprehensive subject area mastery:

1. History, philosophy, and function of the community/junior college within the field of higher education.

2. Leadership problems in community/junior colleges, including professional and legal concerns, legislation, administration, and finances.

3. Testing and evaluation, including statistics, data analysis, and the interpretation of educational research.

4. Characteristics of students, including learning theory, psychology, educational sociology, and student advisement, counseling, and/or guidance.

5. Special problems in curriculum, in subject fields characteristic of community/junior college teaching.

It is stressed that the foregoing represent the five areas of professional preparation appropriate to the training of the college teacher, and are not to be construed as specific course recommendations. These areas of preparation will best be taught by personnel experienced in the community/junior college.

EXPERIENCE IN THE PROFESSION: An in-depth immersion into the teaching profession must include a structured, one semester internship in concert with a continuing seminar in community/junior college teaching. Moreover, the completion of the educational requirements for the fulfillment of the doctoral degree must be witnessed by the successful completion of the teaching of one academic year in a community/junior college. The Doctor of Arts in College Teaching will, under no

circumstances, be awarded prior to the completion of such a professional residency.

AN INTERIM STEP IN ACHIEVEMENT OF THE DOCTOR OF ARTS IN COLLEGE TEACHING:

THE CANDIDATE DEGREE IN COLLEGE TEACHING: The current clamor over the proposed sixth year "specialist degree program" has raised many questions in the minds of teachers, administrators, and graduate schools throughout the nation. Although the intent of such degrees is undoubtedly founded on the best of motives, i.e., more adequate preparation of college teachers, we have examined the literature and content of most sixth year programs and find that they simply do not meet the requirements which we feel are necessary for the highest level of professional preparation of college teachers. We believe that an interim degree, the Candidate Degree in College Teaching, structurally designed and tied-in with the over-all professional training program espoused in our plan of study, does address itself squarely to the actual needs of the community/junior college teacher. In our view, the steps toward a fully prepared college teacher would ordinarily include the Candidate's degree and thus, inherently, a satisfactory six-year program.

In the following description of the Candidates's degree it is assumed that the student holds a Master's degree in a subject area.

In addition, the Candidate's degree would have to consist of 30+ semester hours of credit within the subject area. Such study would consist of (a) subject area courses and, (b) related subject area courses, and/or (c) appropriate interdisciplinary subject area courses. If the student, in his Master's work, has not completed the two modules of (1) History, Philosophy, and Function of the community/junior college within the field of higher education and (2) Special problems in the subject area, then these requirements must be met as a requisite of the Candidate's degree. At the termination of this period of study, the student normally will have spent six years in preparation and must pass comprehensive examinations comparable to those given to Ph.D. candidates. (See chart on page 11).

In order to complete the requirements for the Candidate's degree, the student would then complete work in the areas of: (3) Leadership problems in community/junior colleges, including professional and legal concerns, legislation, administration, and finances, (4) Education research and testing, and (5) Characteristics of students, including learning theory, psychology, educational sociology, and student advisement, counseling, and/or guidance. As may be seen from the chart of the over-all modular plan espoused by the authors, (page 11), it is anticipated that 3 semester hours of credit will be assigned to each of the five modules of professional preparation.

A nine credit-hour, one-semester, full-time internship in community/junior college teaching, with full compensation for the intern while teaching, must be taken concurrently with a continuing one-semester Intern Seminar in Community/Junior College Teaching, for which 3 hours of credit will be granted. It is intended and expected that this period of internship, coupled with the later, one-year residency will be a time of introspective teaching under the guidance of fully qualified professionals at the fostering institution.

It is mandatory that the host institution for both internship and residency be of high caliber. It will be the responsibility of the sponsoring institution to select host institutions of a quality commensurate with the high-level program offered.

Upon successful completion of the combined Internship/Intern Seminar sequence, as determined by the student's graduate committee, and following the comprehensive examination, the Candidate Degree in College Teaching will be awarded. This is a professional degree available to the professional college teacher as we envision it and, in that it consists of the minimally fifty-one semester hours, including the intensive, professional internship, it is deserving of both academic and monetary recognition.

Many in-service instructors on community/junior college faculties will

have completed at least a portion of the requirements for the Candidate's or Doctor's degrees, and it is assumed that the student's graduate committee, operating under the rules of the academic institution involved, could waive certain of the course work or the Internship. However, under no circumstance shall the continuing, Intern Seminar in Community/Junior College Teaching be waived. College personnel who may occupy other than teaching positions, but who desire to pursue either of the degrees will be expected to participate in the teaching internship or the academic year of full-time teaching, depending on the degree sought, regardless of the length of time taught in the past.

THE DOCTOR OF ARTS IN COLLEGE TEACHING: Upon the completion of all requirements for the Candidate Degree in College Teaching, the student will embark upon the required academic year of full-time teaching, in a community/junior college with full remuneration. Subsequent to the one-year professional residency, all candidates must participate in a Post-Teaching Evaluation Seminar which shall consist at least of (a) A critical evaluation of a written log and terminal report and, (b) the oral doctoral examination by the candidate's doctoral committee. The written log and terminal report to be submitted by the candidate to the doctor's degree must evince evidence of successful performance during the full-time teaching assignment, e.g., a description of innovative teaching practices; a log of teaching experience; course syllabi; evaluations of the candidate by supervisors and administrators; recordings and video-tapes of teaching performance.

The oral examination, administered by the Candidate's committee, will provide the opportunity to present evidence of art and skill in teaching at the community/junior college in addition to demonstrating his grasp of the scholarship, research techniques, and high degree of professionalism expected of the community/junior college teacher. The oral examination will be based on broad, in-depth, introspective teaching.

The fact of completing all requirements set forth prior to the Post-Teaching Evaluation Seminar, as in any other doctoral program, in no way assures the candidate of attainment of the Doctor's degree. The critical evaluation of the written and visual substantive materials plus the oral examination will constitute the grounds for the decision of the candidate's graduate committee as to his successful or unsuccessful completion of all criteria for the awarding of the Doctor of Arts in College Teaching.

VOCATIONAL-TECHNICAL-OCCUPATIONAL PERSONNEL: Appropriate cognizance of the teaching personnel in the vocational-technical-occupational fields has been taken. As is already customary throughout the community/junior college field, approval of in-service experience can and should be equated in the academic areas. The intent of the Doctor of Arts in College Teaching is toward excellence in instruction no matter what the subject area of the teacher may be. Vocational-technical-occupational teachers may attain the Candidate Degree in College Teaching and/or the Doctor of Arts in College Teaching by completing the degree requirements, the same as any other individual. Each degree granting institution will be called upon to evaluate in an appropriate manner all experiential training and establish any prescriptive work requisite to make available to all community/junior college teachers the curriculum leading to the Candidate's and Doctor's degrees.

CONCLUSIONS: This paper is intended to be what the title suggests i.e., "guidelines" leading to both the Candidate Degree in College Teaching and the Doctor of Arts in College Teaching. The authors, however, wish to underscore certain facts.

First, it is obvious that all details are not given. The statement is built on the best educational research and knowledge in the field of community/junior colleges. It is not our intention to attempt to be prescriptive for specific courses or for any specificity which lies within the domain of institu-

tional autonomy. We do feel that the modular concepts herein presented in the five areas of professional preparation must remain inviolate in order to maintain the cogency and high professional aim intended. In our view, the existing or planned sixth-year specialist degree programs do not fully prepare the Candidate in College Teaching. In answer to the inevitable query concerning the lack of a "thesis," it is our firm conviction, based on experience and knowledge that, for the professional teacher --- as opposed to the professional researcher --- the log of experiences and terminal report required at the end of one-year full-time residency will contribute as much or more, to the field of professional teaching as a thesis does to research. It will be a contribution not only to the growth of the teacher, but to the benefit of the profession.

To anticipate another stereotyped question, we do not classify the Doctor of Arts in College Teaching as a modification of either the Ph.D. or the Ed.D. --- or as a modification of <u>any</u> other doctoral degree. We consider it, in fact, to be a well-conceived, self-sufficient, strongly founded, and unique degree designed to develop and promulgate excellence in teaching.

In the <u>Prologue</u> of this paper, we have attempted a thumb-nail description of the community/junior college and some of the functions which it serves. In the body we have described some of the needs, the emphases, orientation, experience, quidelines for appropriate degrees, and some of our philosophy. We would conclude with the following statement:

<u>THE CALL</u>: We call to action all qualified individuals --- the community/junior college teachers; graduate schools; administrators at both two- and four-year institutions; professional educational organizations and all others interested in these "Guidelines." We require of the community/junior college teacher such attributes as scholarship, interest, integrity, excellence in teaching, dedication --- in brief, we want an ideal human being. In the next decade we are going to require a number of these "ideal humans" approaching, perhaps, 150,000!

Our universities and colleges are bold, confronting Truth as they have, and as they do. Their research has advanced knowledge on many fronts. The full weight of status, prestige, and maximum personal and academic freedom goes to the researcher. This is not to belittle those so benefited. However, there has been no commensurate attention to the strategies of effective transmittal of learning to the range and quantity of college students we now have confronting us, particularly in the community/junior colleges, where our "ideal human" --- the teacher --- is so desired and so needed.

We hope that immediate dialogue and <u>action</u> will now ensue. It little matters from where the action comes --- from the universities or their graduate schools; from the councils on graduate studies; from the appropriate governmental offices, or from the professional educational organizations --- but action is the keynote. A realistic, non-research program of graduate studies leading to sound, professional degrees in teaching, which we believe our program herein outlined to be, is what is needed.

Who will answer the call?

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Dr. William K. Olgivie	Northern Illinois University
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Prof. Norbert J. Schommer	President, NFACJC (Wright City College)
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FORMAL ACADEMIC EDUCATION	PROFESSIONAL PREPARATION	SEMINAR INTERNSHIP	YEARS OF STUDY
B.A. (120 hours)			1 2 3 4
Subject area appropriate to C/JC curriculum or/equivalent in course work at graduate level in a subject area appropriate to the C/JC curriculum TERS DEGREE (30 - 36 hrs.)	1. History, Philosophy and Function.....*(3) 2. Special Problems in subject area, taught by subject area instructors .....(3) OR		5
road subject area courses lated subject area courses erdisciplinary area courses (30+ hours)	1. History, Philosophy and Function.....(3) 2. Special Problems....(3)		6
	3. Leadership.....(3) 4. Ed. Research, Testing.....(3) 5. Characteristics of Students.....(3)	1 semester concurrent Intern Seminar in C/JC Teaching.....(3) Internship.....(9)	7
CANDIDATE DEGREE IN COLLEGE TEACHING			
Academic year of full time teaching (6) 1. Post-Teaching Evaluation Seminar a. Evaluation of written log and terminal report b. Oral doctoral examination DOCTOR OF ARTS IN COLLEGE TEACHING			8
*Numerals in parentheses indicate semester hours			